

# Continuing professional development – learning with others

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**Many osteopaths practise independently, with little or no direct access to other osteopaths during the course of a usual day. This has led to some practitioners reporting feelings of isolation.**

But are there other ways of interacting with your peers that might help to counter those feelings of isolation and to support independent sole practice, as well as counting towards the CPD requirement of 'learning with others'?

CPD offers the opportunity to learn new ways of doing things or to seek support and reassurance from others that you are applying current thinking or have approached a case in an appropriate way.

Many osteopaths report that the main opportunity to interact with their peers comes from attending CPD courses two or three times a year. However, our analysis of the *CPD Annual Summary Forms* tells us that there are a variety of different and perhaps more frequent ways of learning with others.

Interacting with your peers more regularly might help to support your day-to-day practice as well as counting towards your CPD learning with others requirement of at least 15 hours per year.

The table on page 21 outlines different types of CPD activities you may want to consider undertaking.

CPD also offers an opportunity to confirm or enhance practice or to learn new things. It is thought to be most effective when you:

- > Review your practice and the areas that would most benefit from development.
- > Plan CPD to meet those needs.
- > Evaluate or reflect at the end of the CPD activity to get the most learning out of it.

Templates to help you review practice, plan CPD and evaluate or reflect on the activity, are available in our *CPD Guidelines* (available on the **o** zone at [www.osteopathy.org.uk/uploads/cpd\\_guidelines\\_interactive.pdf](http://www.osteopathy.org.uk/uploads/cpd_guidelines_interactive.pdf)) or in the *Revalidation Pilot Participation Manual* (available on the **o** zone at [www.osteopathy.org.uk/uploads/](http://www.osteopathy.org.uk/uploads/)

[part2\\_guidelines\\_for\\_osteopaths\\_seeking\\_revalidation\\_pilot.pdf](http://www.osteopathy.org.uk/uploads/ncor_audit_handbook_ozone.pdf)).

The National Council for Osteopathic Research (NCOR) has developed a publication entitled *An Introduction to Clinical Audit for Practising Osteopaths* (available on the **o** zone at [http://www.osteopathy.org.uk/uploads/ncor\\_audit\\_handbook\\_ozone.pdf](http://www.osteopathy.org.uk/uploads/ncor_audit_handbook_ozone.pdf)), which may also contribute to the reflection and planning process.

Other organisations, including the BOA and OEIs, may also be able to support this process.

**For further information on any aspect of CPD, contact the Professional Standards Department on 020 7357 6655 ext 238 or email: [cpd@osteopathy.org.uk](mailto:cpd@osteopathy.org.uk).**



CPD activity	Description	Evidence required for CPD record folder
Attendance at lectures, seminars or journal clubs (related to professional work as an osteopath).	Many hospitals (both independent and NHS) and universities have open lectures that can be relevant to osteopathic practice and are often free of charge. It is worth contacting the rheumatology, pain management or surgical departments at local hospitals or even local GP surgeries and asking if there are any multidisciplinary educational activities. Similar enquiries might also be made at local colleges or universities. If you find topics of interest, do ask whether attendance might be possible. This could be a useful opportunity both to learn with others from other healthcare professions as well as an opportunity to promote a better understanding of osteopathy to enable multidisciplinary patient approaches.	Proof of attendance or lecture notes.
Local group or practice meetings.	Discussion focused on a specific area of practice with two or more osteopaths or other healthcare professionals can be beneficial to practice. The <i>Osteopathic Practice Standards</i> might provide a useful framework to explore all aspects of practice. The <i>Revalidation Pilot Participation Manual</i> includes some templates to structure these discussions, such as the case-based discussion (see pages 33 to 38 of the Manual). Perhaps you have a particular case that you were uncertain about and you wish to talk this through with others. Or perhaps other osteopaths have used different treatments or approaches to ones that you used with a particular patient, and a discussion about this may be beneficial. The key is to reflect on discussions and relate them back to your practice. The <i>CPD Guidelines</i> and the <i>Revalidation Pilot Participation Manual</i> provide some templates to help support this reflection. There are also many other reflection templates available through Google. The discussions may confirm your current approach or you might consider trying a different approach. Either of these is a useful educational outcome.	Signed declaration of attendance or meeting notes.
Regional Societies.	Meeting with other osteopaths in your area can provide opportunities for developing skills, sharing ideas and discussing topics related to osteopathic practice (as well as sharing diverse and useful ways of undertaking CPD). These meetings might also support the dissemination of up to date research drawing on the suite of journals that all osteopaths now have access to via the <b>o</b> zone (see page 14 for further details). The meetings might also be an opportunity to collectively explore a new publication by NCOR, entitled <i>An Introduction to Clinical Audit for Practising Osteopaths</i> . There are some useful audits contained in the handbook, including effectiveness of treatment and whether patient notes meet current standards (see Chapter 5). Exploring these audits with the support of colleagues and developing them in your individual practice could provide an opportunity to learn more about your practice, benefitting both you and your patients in a safe and supportive environment.	Signed declaration of attendance or meeting notes.
Work shadowing.	Spending time with other practitioners to see how they practise, either observing and reflecting on practice, engaging in discussion or providing or receiving feedback on practice, can be a useful way of confirming or enhancing your practice. The <i>CPD Guidelines</i> (available on the <b>o</b> zone) provide evaluation forms to support reflection on what has been learned from observing practice. There are also some peer review forms in the <i>Revalidation Pilot Participation Manual</i> (pages 66 to 68) that may be useful. Again, this feedback is designed to be supportive and encouraging to help inform an individual's learning.	Signed declaration of attendance and notes.
Technique tutorials with other osteopaths.	We often see examples of group practices getting together regularly to practise particular treatment approaches, which appear to be useful. Again, reflecting on what you have learned using the <i>Evaluation Form</i> in the <i>CPD Guidelines</i> or even the models of reflection in the <i>Revalidation Pilot Participation Manual</i> can be useful ways of confirming current practice or consolidating learning.	Signed declaration of attendance.
Learning via the internet or over the telephone.	Pair or group discussions do not need to be face-to-face to provide an effective learning with others experience. We also hear of examples of learning via online discussion, which can help osteopaths to learn. Alternatively, effective case-based discussions might take place on the telephone via skype, or using other forms of technology to support learning. Whilst some aspects of CPD might only be useful face-to-face, it is also possible to undertake effective CPD without being in the same room as others taking part in the discussion. As with all forms of learning, an evaluation at the end of the activity can be an important way of confirming or consolidating learning.	Printout of discussion.